

Inspection of Amber's Attic Ltd

109-123 Stand Lane, Radcliffe, Manchester, Lancashire M26 1JR

Inspection date: 14 March 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The manager has planned a robust process to settle children into the setting, and the key-person system is well embedded. As a result, children are happy, secure and settled. Children enter this setting with beaming smiles. Staff make time to talk to parents as they drop off their children. This helps staff to understand how children are feeling. For example, parents share important information about their child, such as their sleep and what they have eaten. Staff are sensitive to children's needs. As a result, children's emotional well-being is supported. Children engage well with activities. For example, they are eager to dig in a tray of soil. Staff want children to make good progress. They model sharing and turn-taking behaviours, which children copy. Staff skilfully use conversations to build children's knowledge. For example, they help children to consider what will happen to the seeds they have planted. Children build their language and develop their thinking skills.

Outdoors, children have the opportunity to practise their large-muscle skills as they jump on steps and balance. This helps children's core strength and coordination. Staff encourage children to consider their own safety. For example, they talk to children about the busy road outside the setting. Children remember that they need to hold an adult's hand as they leave. This helps children to stay safe near the road.

What does the early years setting do well and what does it need to do better?

- The dedicated manager supports staff to identify training that will improve practice. For example, following training, staff are able to screen children's language. This helps them to give targeted support to children who need it. As a result, children make good progress in their development of language and communication.
- The curriculum is sequenced as children move through the setting. For example, in the baby room, children use a spoon and lidded cup. As they progress to the toddler stage, they use an open cup and a fork. By the time they reach the pre-school stage, children are encouraged to use a knife and fork. They pour their own drinks with proficiency. Children become increasingly independent.
- Partnership with parents is a strength at this setting. Parents say they are 'fully involved' in their child's care. They explain how staff prepare homework to help support their child with a specific target. For example, children take part in activities to support their development of rhythm. Staff plan this to help children develop early literacy skills. Children continue their learning at home.
- Staff use observation well. They know what children can do currently and what they want them to learn next. However, staff do not consistently consider this when planning the curriculum. Therefore, on occasion, children have not mastered their current skills before moving on to more complex learning.

Sometimes, children lose interest as they are unable to complete activities. This impacts on their motivation, and their learning is not always continuous.

- The setting has implemented a consistent routine. This helps children to predict what will happen next in their day. However, sometimes staff do not plan effectively. For example, children are expected to wait a long time at the table for lunch. As a result, some children are bored. They play with their plates, and they are less responsive to staff requests. On these occasions, children's usually good behaviour deteriorates for a short time.
- Children are encouraged to think about healthy foods. For example, they discuss foods that are healthy during mealtimes. In addition, the cook works with children to make healthy foods such as fruit kebabs. Children are proud of the foods they make. Children are supported to develop their knowledge of healthy lifestyles.
- The manager works with the school teachers to identify skills that will help children as they move to school. The setting plans to develop these skills through the curriculum. For example, children learn to listen to and follow instructions. They enjoy circle times and group activities where they build their social skills. As a result, children are prepared for their eventual move to school.
- The manager is committed to supporting children with special educational needs and/or disabilities (SEND). For example, she works closely with specialists, such as the visual impairment team. Staff work incredibly well to follow the strategies suggested by specialists. Children with SEND make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the implementation of the curriculum to provide children with learning experiences that are more precisely linked to the skills they need to learn next
- refine curriculum planning, especially at mealtimes, to help children to remain engaged and so that behaviour remains good.

Setting details

Unique reference number	EY271791
Local authority	Bury
Inspection number	10317149
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 9
Total number of places	111
Number of children on roll	75
Name of registered person	Amber's Attic Ltd
Registered person unique reference number	RP521752
Telephone number	0161 723 1555
Date of previous inspection	15 May 2018

Information about this early years setting

Amber's Attic Ltd registered in 2004 and is located in Radcliffe, Bury. The nursery employs 10 members of childcare staff, including the manager. Of these, one holds an appropriate early years qualification at level 4, seven at level 3 and two staff are working towards level 3. The nursery opens Mondays to Fridays from 7.30am until 6pm. The nursery also offers before- and after-school and holiday care for children aged between five and 11 years. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- This was the first routine inspection the manager received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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